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Special Education Director Call

April 17, 2018

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TIP OF THE MONTH

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Professional Development

- Looking for information on Special Education Topics?
  - Topics include transportation, Individual Health Plans, PWN, Surrogate Parents, and many more…
  - Go to http://doe.sd.gov/sped/webinars.aspx

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All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

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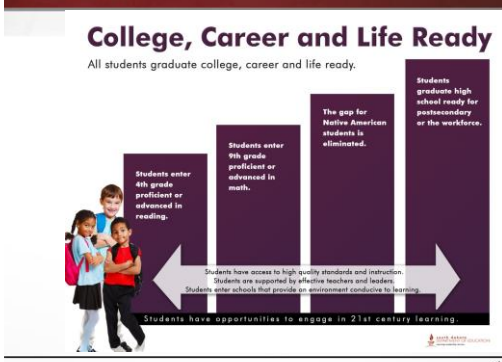

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Proficiency in Reading by 4th Grade

Proficiency in Math by 9th Grade

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IEP-Q Training Event

- IEP-Q system allows users to align IEP goals to the content standards. It also hosts a variety of resources for special and general education teachers to use in collaboration. This training will allow participants to train others on the IEP-Q system. Laptop are required to attend this training.
- May 10, 2018 at Mitchell Technical Institute
- Register on the DOE Events/PD link: GoSignMe up

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Future Science Alternate Assessment

- Teachers needed to provide input on a future science alternate assessment.
  - Requirements
    - Teaches Science Core Content Connectors
    - Levels: elementary, middle school and high school
  - First meeting will be virtually spring of 2018
- Contact Melissa Flor by April 25, 2018 at melissa.flor@state.sd.us if interested.

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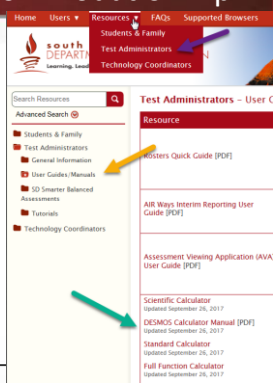
Accommodation Tip

Online Calculator
(not an accommodation) – (for Smarter Balanced)

- Where to find http://sd.portal.airast.org/resources/user-guides-manuals-ta/
- Use to practice during the year
- PDF document with all the information
- Links to the different calculators



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College and Career Ready

Students graduate high school ready for postsecondary or the workforce

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Proposed Graduation Requirements

New graduation requirements to be considered. Please be watching your email for a message from us regarding a proposal to revise the state graduation requirements. South Dakota's current graduation requirements date back nearly a decade. Recently, education stakeholders have come together to discuss whether these requirements continue to meet the needs of our youth, our employers, and our communities. The proposal combines opportunities for rigor, student engagement and flexibility. The proposal was developed to provide students with multiple opportunities to meet their postsecondary and career goals within a framework of general high school graduation requirements.

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Catch the Wave Postponed

- **April 18, 2018 Watertown** Catch the Wave is postponed until **May 2, 2018**.
  - Same time and location
- Please respond to either Cindy Kirschman or Bev Petersen by April 25 and let them know if your school or agency will be able to attend the event on the new date of May 2.
  - www.tslp.org

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Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

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Montana | South Dakota | North Dakota

Northern Plains

Law Conference on Students with Disabilities

September 24 – 26, 2018 | Rapid City, SD

2018 Northern Plains Law Conference on Students with Disabilities

When
Monday, September 24, 2018 - Wednesday, September 26, 2018
Where
Rushmore Plaza Civic Center
444 North Mt. Rushmore Road, Rapid City, South Dakota 57701, USA
Click here for more information and to register.

The Northern Plains Law Conference on Students with Disabilities will cover special education legal issues, including the latest information from due process hearings, circuit court cases, OSEP/OCR guidance letters, and basic IDEA procedural requirements. This conference is designed for general/special education staff, administrators, state/school district attorneys, state education agency staff, related services staff, parents, and other stakeholders.
A Pre-Conference will be held prior to the full conference on Monday, September 24, 2018. The Pre-Conference is open to school district attorneys, special education directors, dispute resolution specialists, and SEA staff. If you wish to attend, please select this option during the registration process.

Registration Deadline
Wednesday, September 12, 2018

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Paraprofessional Certification

1. **What is the difference between a Standard and Advanced Paraprofessional?**
- An Advanced Paraprofessional must hold an associate degree or higher, OR complete 48 semester hours at an institution of higher education, OR holds a high school diploma or equivalent and passes the state-designated paraprofessional assessment.
- A Standard Paraprofessional must hold a minimum or high school diploma or equivalent, OR be at least 18 years of age and not hold a high school diploma or equivalent AND pass the state-designated paraprofessional test.

2. **Is passage of the Paraprofessional Assessment required to receive a Standard or Advanced Certificate?**
- No. If an applicant has an associate degree or higher or 48 credit hours, the paraprofessional test is not required to receive an Advanced Paraprofessional Certificate.
- If an applicant has a high school degree or equivalent, the paraprofessional test is not required to receive a Standard Paraprofessional Certificate.

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3. **What school types can a Paraprofessional work in if they have a Standard or Advanced Certificate?**
- If the school is Title I Schoolwide the paraprofessional must have an Advanced Paraprofessional Certificate.
- If the school is Title I Targeted and the position is paid with Title I funds the paraprofessional must have an Advanced Paraprofessional Certificate.
- If the school is Title I Targeted but the paraprofessional is paid with funding other than Title I the paraprofessional may have a Standard or Advanced Paraprofessional Certificate.
- If the school is not Title I the paraprofessional may have a Standard or Advanced Paraprofessional Certificate.

Standard Paraprofessional Education -
http://www.doe.sd.gov/certification/documents/StandardParapro2.pdf
Advanced Paraprofessional Education -
http://www.doe.sd.gov/certification/documents/Adv-Parapro2.pdf

❖ *Beginning July 1, 2019, the paraprofessional permit is required for an employee assigned to assist and support teachers or other approved professional personnel.*

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School Climate

Students enter schools that are provide an environment conducive to learning.

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April Behavior Tip

Suspension Quiz:

1. If a parent is called to come pick up their student because of behavior issues, does this count as a suspension?

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YES!

Anytime a parent is asked to take their child home for behavior reasons, it is counted as an Out of School Suspension(OSS).

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Can a school tell a parent they cannot bring a student back until a behavior assessment has been completed?

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NO!

2. If a school does not allow a student to attend because of behavior reasons, it needs to be counted as a suspension and can not be an unspecified amount of days.

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Free De-escalation Trainings

- July 30 in Sioux Falls
- August 3 in Rapid City
- August 10 in Aberdeen
- August 14 in Pierre

All trainings are from 9:00AM-4:00PM
Visit Gosignmeup to register
Contact me at rebecca.cain@state.sd.us with any questions

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Disability Rights Focus

- In the area of special education, DRSD will focus on abuse and neglect, seclusion and restraint, suspension and expulsion, and transition services. The priority for these cases is to identify those cases that will affect how the system works. This means that within the identified priorities, the staff are looking for those cases that will affect as many people as possible. There are procedures available in DRSD policy to allow for consideration of exceptions to the priorities. This type of request will need to contain a strong argument for how the case will impact the system.

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DATA

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Indicator 7 - Early Childhood Outcomes

BDI2 Data Export:

- Verify your district data, analyze data, cleanup your data and Program Notes.
- Ensure the correct Norms have been selected for Entry and Exit.
- Follow the export process: http://doe.sd.gov/sped/documents/BDI-ExportRpt.pdf

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Indicator 11 and 12 Reporting

Indicator 11 and 12:

- **District data -** District should pull the report called "Child List District" under the reports tab in Launchpad. This allows you to review submitted student data checking for accuracy.
- **Calculating the 25-day timeline -** The date a district staff member receives the signed permission **in-hand** is considered day one. For further guidance on which days may be included in the timeline, see Indicator 11 Directions at http://www.doe.sd.gov/oess/sped-SPP.aspx.
- **Indicator 12** - IEPs must be in place by the child's 3rd birthday (cannot not be prior to the 3rd birthday).
- **Uploading district calendars (regular and early childhood)** - It is important to upload a clean calendar that indicates snow days and any other important dates. The easier it is to read the less likely we will need to contact with questions or corrections to your data.

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Indicator 14 – Appendix A

Students that have graduated, aged out or dropped out this year.

Two Options

- **April – June:**
  - Districts **<u>may</u>** enter student data
  - If you decide to enter data, you will need **enter all the data** (in Appendix A)
    - Demographic information
    - Part 2 data (IEP specific information)
    - Contact information for a family member or friend
- **August through September:**
  - Check demographic information
  - District will only need to enter Part 2 data and Family Contact Info
  - Does not override what districts have already put in
  - Final validation completed in Oct 1, 2018

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ACCOUNTABILITY

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Documenting Services in the IEP

Primary Areas of Specialized Instruction

Related Services

Special Education Services

Description of services	Frequency	Location	Duration

Related Service to be Provided	Frequency	Location	Duration
☐ Speech/Language Therapy			
☐ Occupational Therapy			
☐ Physical Therapy			
☐ Transportation (Specify when, how often, where, distance, costs, etc.)			
☐ Counseling Services (including rehabilitation counseling)			
☐ Audiological Services			
☐ Interpreting Services			
☐ Medical Services (Diagnostic Services only)			
☐ Orientation and Mobility			
☐ Parent Counseling/Training			
☐ Psychological Services			
☐ Recreation Therapy			
☐ School Nurse/Health Services			
☐ Social Work Services (in schools)			
☐ Other			

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Documenting Services in the IEP cont…

- If you list the services in both areas, you must be providing dual services.
- You do not have to break out services such as Reading comprehension and Reading Decoding. You may just list Reading. Either way is acceptable.

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Configuration of Services

Goal Time vs. Class Time

Total time in an Environment vs. Instructional Time…How do I document?

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Student is in high school. Has a 60 minute math class in special education room, but goal is on Math Problem Solving.

Area	Duration	Frequency	Place
Math problem solving	15	2 per week	Math class within Resource room
Algebra class	60	5 per week	Resource room

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Student is in high school. Has a 60 minute math class in special education room, but goal is on Math Problem Solving.

Area	Duration	Frequency	Place
Math problem solving	15	2 per week	Math class within Resource room
Comment: student attends a 60 minute block algebra class in the resource room			

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Examples:

•Put it under description of services – 15 min on goal (specialized services) and 45 min on algebra class in resource room. Make it clear for the student/family.

•Make sure to explain specialized instruction on the goals and class.

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- How to describe specialized instruction?
  - Special education class
  - Sped services
    - Both need to be noted on the IEP.
  - Paraprofessional in the classroom –
    - Indicate what is actually happening – paraprofessional will be in the classroom to assist the student. If one to one it should be whole time.
    - It could be listed as accommodation/supports.

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Resources on Documenting Services

IEP TA Guide 2017: Pg. 118-122
http://doe.sd.gov/sped/IEP.aspx

Description and Examples of how to list out services in the IEP.

SEP Region Representative

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IDEA Flowthrough Application

- Anticipated open date for the application is within the first couple weeks of May and we will keep you posted through the listserv
- More information on submission will be provided during the May call
- You may contact your Region Representative if you have questions

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Extraordinary Cost Fund Applications

- Extraordinary Cost Fund (ECF) applications are open for submission.
- Any district wishing to submit an application for these funds has until April 30th to complete the final submission of an application. The link to access the ECF application program and other helpful information about the application process are posted on the following website: http://www.doe.sd.gov/ofm/exordincost.aspx
- Applications completed and submitted on or prior to April 20th will be reviewed by DOE staff for any errors or omissions and provide the district with time to re-submit before the deadline.
- Applications submitted after this date will not be reviewed and any errors or omissions may result in a reduction in funding or the denial of funding. The most successful applications are submitted when both the student's needs (IEP) and fiscal needs of the district are clearly explained.
- The ECF board is scheduled to meet on May 9th to review all applications.

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ECF

- High Cost Student Application
- Teacher costs can be included
  - If specific amount of time is dedicated exclusively to student and documented in the IEP then that portion of time/cost can be calculated as an individual student cost
  - If time is not specifically designated in IEP, then time/cost can be calculated proportionally, ex: caseload of 24, 1/24th of cost can calculated as an individual student cost

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ECF

- High Cost Student Application
- Para costs can be included
  - If specific amount of time is dedicated exclusively to student and documented in the IEP then that portion of time/cost can be calculated as an individual student cost
  - If time para spends time supporting multiple students in gen ed classes and not documented in IEP, then time/cost can not be counted
  - If para supports multiple students in a special ed room and time is not documented in IEP, then time/cost can be calculated proportionally based on number of students served in the room, ex: 32 students come to special ed room, 1/32nd of time/cost can be calculated as an individual student cost

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FEDERAL PART B GRANT APPLICATION

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Federal Application 2018

Notice of Public Availability

- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 16, 2018, the Federal Fiscal Year (FFY) 2018 Grant Application under Part B of the Individuals with Disabilities Education Act (IDEA). The dollar amounts listed in the interactive spreadsheet are based on FFY 2017 allocations. The final budget submitted with South Dakota's application will be adjusted to reflect the FFY 2018 allocations when these amounts become available. The application is available here or by contacting the SD DOE – Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.

- Written comments concerning the FFY 2018 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 2, 2018 through May 2, 2018. Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at Linda.Turner@state.sd.us or to the address above.

http://doe.sd.gov/oess/sped.aspx

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Special Ed Funding Feedback

- Due to minimal increases in the overall state allocations for projects, and additional federal program requirements (including SSIP), Special Ed programs surveyed District Special Education Directors in September to get feedback on what programs could be scaled back or cut beginning in the 18-19 school year.

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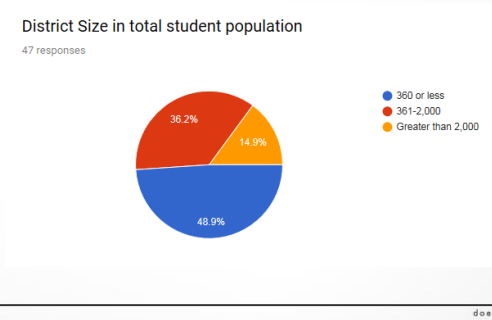
Special Ed Funding Feedback



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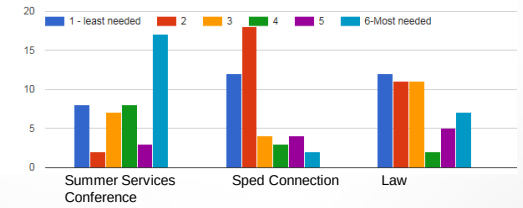
Special Ed Funding Feedback

Areas to cut/reduce. Rate the least utilized/needed as 1...



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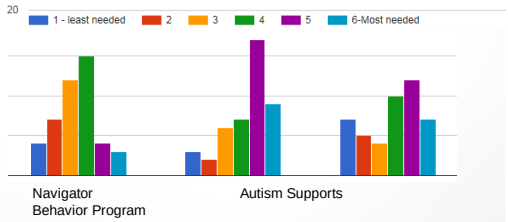
Special Ed Funding Feedback

Areas to cut/reduce. Rate the least utilized/needed as 1...



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Federal Application 2018

2018 allocations have not been finalized by the Federal Government, the amounts listed are from 2017 allocations. The final budget will be adjusted when final allocations are awarded.

REGULAR AWARD AMOUNT Est.	$36,499,596
TOTAL AWARD AMOUNT	$36,499,596
ADMINISTRATION	
Maximum Available for Administration.	$1,047,230
How much do you want to set aside for Administration in dollars?	$1,047,230
Set Aside for other State-Level Activities	$3,147,748

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Required Activities

- For monitoring, enforcement, and complaint investigation.
- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.

• Ed Specialists (Accountability/Monitoring) • Complaint Investigators (TAESE)	• SD Parent Connection – Navigator Program • State contracted Mediators and IEP Facilitators
• $560,854	• $142,998

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Authorized Activities

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.

• Part C Summer Services
• West River Autism
• Center for Disability
  • Sped Conference
  • Autism Team Building
  • Autism Summer Program
• MTSS – RtI
• Auxiliary placements
• Summer Conference
• Summer Enrichment – Hands in Motion
• General PD and Speakers
	• TAESE
	  • Law Conference
	  • Meeting facilitation
	  • General PD
	• $1,370,130
	• Discontinuing
	  • SPED Connection
	  • Center for Disabilities – Behavior Support Program

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Authorized Activities

- To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities.

• PBIS	• $200,000 • Discontinuing • Family Preservation

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Authorized Activities

- To assist LEAs in meeting personnel shortages.

	• **$0**

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Authorized Activities

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.

• **TIE - RDA work** • **BHSSC – Family Engagement**	• **$140,345** ↓

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Authorized Activities

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

• **IEPq** • **National Student Clearinghouse**	• **$27,500** ↑

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Authorized Activities

- To improve the use of technology in the classroom by children w/disabilities to enhance learning.

	• **$0**

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Authorized Activities

- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.

	• **$0**

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Authorized Activities

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children w/disabilities to postsecondary activities.

• **TSLP – Voc.Rehab.** • **BHSU - Indicator 14** • **Mary Kampa - data analysis site** • **Augie Access (last year)**	• **$328,040** ⇧

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Authorized Activities

- Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools.

• **DOC** • **SDSBVI & SDSD (previously funded in Flow through)**	• **$85,000** ⇧

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Authorized Activities

- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities.

• **Discontinued/Shifted to Assessment funds** • **Science Alt scoring**	• **$0** ⇩

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Authorized Activities

- To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.

• **SSIP Grants** • **Teachwell SSIP Coordinator**	• **$292,881** ⇧

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Authorized Activities

- LEA Risk Pool - State shall have the option to reserve for each fiscal year 10 percent of the amount of funds the State reserves for State-level activities under 20 U.S.C. 1411(e)(2)(A)

	• **$0**

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State Performance Plan Annual Progress Report FFY2016

April 17, 2018

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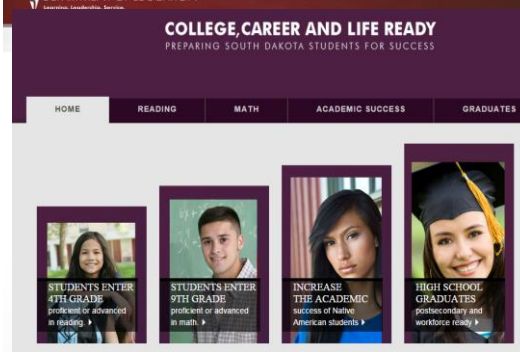

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PREPARING CHILDREN FOR LEARNING

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Indicator 6: 3-5 Least Restrictive Environment

Monitoring Priority: FAPE in the LRE
Results indicator: Percent of children aged 3 through 5 with IEPs attending a:
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B. Separate special education class, separate school or residential facility.

Source	Date	Description	Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	Total number of children with IEPs aged 3 through 5	2,748
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	660
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	b1. Number of children attending separate special education class	357
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	b2. Number of children attending separate school	17
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	b3. Number of children attending residential facility	3

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Indicator 6: 3-5 Least Restrictive Environment

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	660	2,748	22.38%	21.45%	24.02%	Met Target	No Slippage
B. Separate special education class, separate school or residential facility	377	2,748	13.74%	16.26%	13.72%	Met Target	No Slippage

** FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.*

Targets will remain the same until FY17

- **6A Increased by 1.64% -** Target met (Calculation includes students in 310 + 325/total number of students)
- **6B decreased by .02% -** Target Met (Calculation Includes students in 335+345+355/total number of students)
  - Students in 315 and 330 are only included in the total number of students

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Indicator 7: Preschool Outcome A

Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0.00	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	74.00	9.02%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	74.00	9.02%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	113.00	13.78%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	559.00	68.17%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. (c+d)/(a+b+c+d)	187.00	261.00	75.86%	79.15%	71.65%	Did Not Meet Target	Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	672.00	820.00	84.62%	84.15%	81.95%	Did Not Meet Target	Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

- A1: Decreased by 4.21.% (did not meet target)
- A2: Decreased by 2.67% (did not meet target)
- Target for A1will increase to 79.25 and A2 to 84.25 for FY17

Definition of same age peers: South Dakota defined "comparable to same-age peers" as any child who received a standard score of -1.27 or above the norm on the BDI2 scoring chart. This corresponds to the 10th percentile rank on the BDI-2 for a given outcome area.

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Indicator 7: Preschool Outcome B

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0.00	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	172.00	20.98%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	161.00	19.63%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	204.00	24.88%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	283.00	34.51%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. (c+d)/(a+b+c+d)	365.00	537.00	66.85%	67.50%	67.97%	Met Target	No Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	487.00	820.00	56.28%	55.96%	59.39%	Met Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

- B1: Increased by 1.12% (Met Target)
- B2: Increased by 3.11% (Met Target)
- Target for B1 and B2 will increase by 1% for FY17

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Indicator 7: Preschool Outcome C

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0.00	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	117.00	14.27%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	106.00	12.93%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	154.00	18.78%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	443.00	54.02%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. (c+d)/(a+b+c+d)	260.00	377.00	69.83%	70.10%	68.97%	Did Not Meet Target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	597.00	820.00	73.46%	72.10%	72.80%	Met Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

- C1: Decreased by .86% (Did Not Meet Target)
- C2: Decreased by .66% (Met Target)
- C1 will increase by 1% and C2 will increase .5% for the FFY 2017

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Indicator 12: Early Childhood Transition

FFY 2016 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	697
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.	218
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	426
d. Number of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	0
e. Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	51
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	1

	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. [c/(a-b-d-e-f)]*100	426	427	99.54%	100%	99.77%	Did Not Meet Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page

- Data collected via electronic submission
- There was 1 district with one student who did not meet having an IEP in place by the students 3rd birthday due to evaluator being unavailable.
- Increase by .18 percent from FFY2015

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IMPROVE READING AND MATH PROFICIENCY

Through conducive learning environment and high quality instruction

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Indicator 3B: Participation on Statewide Assessment

(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window). The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

	Target	FY 2016 (current)	FY 2015 (past)
ELA	99.40	99.42	99.23
Math	99.40	99.40	99.11

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Indicator 3C: Proficiency

- Children with IEP students who received a valid score and a proficiency was assigned. (Full Academic Year (FAY) does not apply)
  - The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

	Target	FY 2016 (current)	FY 2015 (past)
ELA	32.59	18.64	20.29
Math	31.87	18.36	19.06

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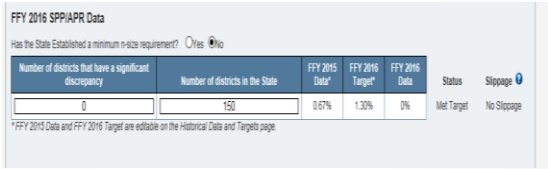
Indicator 4A: Suspension/Expulsion



FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? ○Yes ◉No

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
0	150	0.67%	1.30%	0%	Met Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

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Indicator 4B:Suspension/Expulsion by Race/Ethnicity

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? ○Yes ◉No

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
0	0	150	0%	0%	0%	Met Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

☐All races and ethnicities were included in the review

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Indicator 5:
6-21 Least Restrictive Environment

FFY 2016 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	12,365	17,564	69.21%	67.00%	70.40%	Met Target	No Slippage
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	948	17,564	5.64%	6.00%	5.40%	Met Target	No Slippage
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	363	17,564	2.20%	3.49%	2.07%	Met Target	No Slippage

- Increase in A by 1.19%
- Decrease in B by .24%
- Decrease in C by .13%

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FACILITATE INVOLVEMENT AND EVALUATE STUDENTS APPROPRIATELY

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Indicator 8:
Parent Involvement Survey

FFY 2016 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
5821.00	6869.00	84.35%	78.00%	84.74%	Met Target	No Slippage

- Increase in percentage of positive response by parents

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Indicator 9

- Disproportionate Representation by race/ethnicity for all students on an IEP.
  - Must meet numerical (min N of 20 and 3.0 weighted risk ratio) and policy and procedures out of compliance
  - South Dakota had 0 districts
  - Meet 0% target

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Indicator 10

- Disproportionate Representation by race/ethnicity for specific disability categories (SLD, CD, ED, Speech, OHI, and ASD).
  - Must meet numerical (min N of 20 and 3.0 weighted risk ratio) and policy and procedures out of compliance
  - South Dakota had 0 districts
  - Meet 0% target

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Indicator 11: Initial Evaluation Timeline

FFY 2016 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
5419	5402	99.85%	100%	99.69%	Did Not Meet Target	No Slippage

* FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page

Number of children included in (a), but not included in (b) [a-b]	17

- South Dakota has a 25 school day evaluation timeline
- Data collected via electronic submission
- 13 districts out of compliance which was an increase of 7 districts. One district was found out of compliance for a second year.
- Decrease by .16 percent

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COLLEGE AND CAREER READY

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Indicator 1
Graduation Rate

FFY 2016 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
522	864	59.92%	85.00%	60.42%	Did Not Meet Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

- Last Year: FY 2015: 59.92%
- ESEA Calculation
- Report Card Data
- One year lag (2015-2016 Graduates)
- 4 year cohorts

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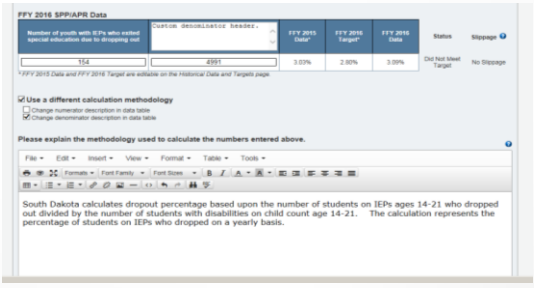
Indicator 2: Dropout Rate



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Indicator 13: Secondary Transition

FFY 2016 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
186	206	82.02%	100%	90.29%

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

- Data collected through monitoring visits
- Each file review is either compliant or non-compliant
- Did not meet target, however did increase by over 8%

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Indicator 14: Post-School Outcomes

FFY 2016 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	375
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	77
2. Number of respondent youth who competitively employed within one year of leaving high school	208
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	5
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed)	20

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data	Status	Slippage
A. Enrolled in higher education (1)	77.00	375.00	15.79%	15.50%	20.53%	Met Target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	285.00	375.00	76.56%	68.00%	76.00%	Met Target	No Slippage
C. Enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment (1+2+3+4)	310.00	375.00	82.06%	81.00%	82.67%	Met Target	No Slippage

*FFY 2015 Data and FFY 2016 Target are editable on the Historical Data and Targets page.

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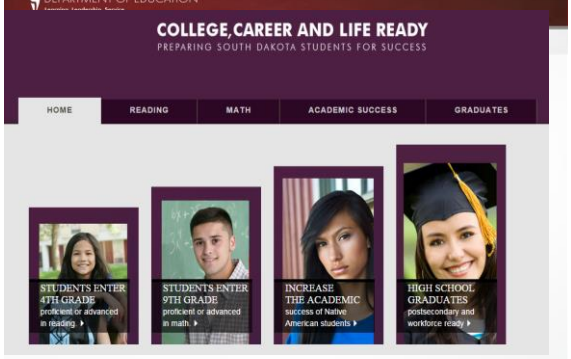

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TEACHER OR DISTRICT SHARING

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The Sioux Falls School District teacher of the year was awarded on March 12 to Kim Dobson. Kim has been a special education teacher in SFSD for a number of years.

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Lukkes aims to be the 'voice for the child' (profile of a Yankton special education teacher):

Cody Lukkes is the early-childhood special education teacher for the Yankton School District. Through his job, he provides services in the classroom for kids who need them, and he is part of the continuing effort to identify kids in the school district who would benefit from such services.
https://www.yankton.net/community/article_56abd108-3ba4-11e8-bc34-af33c8407ddf.html

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Congratulations Nominees

- Nominees for Parent Awarded Special Ed Staff of the Year
  - Amber Heirigs- Sped teacher, Harrisburg
  - Erin Gutjahr-Sped teacher, Aberdeen
  - Janie Pratt-Sped teacher, Highmore Harrold
  - Kari Eulberg-Sped teacher, Huron
  - Sheena Schoenwetter-Para, Huron

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Congratulation to Cary Johnston from the Meade school district for winning the Parent Nominated Special Education Staff of the Year award!

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Next Sped Directors LiveMeeting

May 15, 2018
10:00am CST